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ABSTRACT

Know Thyself Manuals contain test protocols and summaries of test interpretations and were developed to be given to vocational rehabilitation clients in order to involve them in the assessment process. This example of a Know Thyself Manual demonstrates how the "know thyself" strategy is operationalized in an evaluation center using the following assessment procedures: the Employability Maturity Interview, the United States Employment Services Interest Inventory, the General Aptitude Test Battery or the Nonreading Aptitude Test Battery, the MicroTOWER, Occupational Report, job sampling, Sixteen Personality Factors Questionnaire with the Vocational Personality Report, Work Temperament Inventory, Personal Capacities Questionnaire, Job Seeking Skills Assessment, Work Personality Profile, and Work Performance Assessment. Part I of the manual is designed to explain the evaluation process to the client, identifying the instruments used and the reasons for using them. Part II is designed to share the results of the evaluation with the client, followed by the counselor and client together making decisions based upon the results. The "know thyself" approach, which focuses on choosing a job, getting a job, and keeping a job, has been found to be effective in enhancing vocational development. (Contains 21 references.) (JDD)

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KNOW THYSELF

An Empowerment Strategy for Involving Consumers in the Vocational Evaluation and Planning Process

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Acknowledgments

Consumer involvement was practiced throughout the development of this manual. In fact, many people, who represent potential consumers, which included vocational rehabilitation service recipients, vocational rehabilitation service providers, independent living personnel, and educators provided feedback on the development of the material. It would be most difficult to list each person's name. However, we are particularly indebted to the following people who helped in a number of ways. They reviewed the material and provided suggestions and assisted with the evaluation of the sample manual: Joe Chunn, Larry Akers, Ron Jones, Judy Pultz, Del Lillard, Sally Moix, Terry Sims, John Taylor.

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Know Thyself: A Strategy for Involving Consumers in the Vocational Evaluation and Planning Process

Subjects related to the promotion of consumer involvement and empowerment which result in self-direction and independence have received increased attention from vocational rehabilitation professionals in the past several years (Bodenhamer, Mulroy, & McGill, 1988; Farley, Means, Akridge, & Rice, 1986).

This is especially important in the vocational evaluation and assessment area. Helping people toward employment is the major purpose of vocational evaluation and an employability assessment and planning program. Empowerment of the person is an integral part of helping (Rappaport, 1985). Hence, commitment to empowerment means that professional helpers in an employability assessment and planning program will involve service recipients in order to enable them to set their own goals and develop their own action plans. The consumer will be placed at the center of the evaluation/assessment process. The concepts of co-management and partnership will be operationalized.

Very few attempts to operationalize these concepts are found in the literature. However, the Chicago Jewish Vocational Service (CJVS) developed a program in the 80's and Carolyn Vash described a procedure that could be used. The CJVS (Kaskel, 1983) designed a program to maximize client involvement in vocational evaluation activities. The program requires that clients assume the major responsibility for developing their own individualized evaluation plans, and they participate as members of the evaluation team, including directing the final evaluation staffing. Characterized as client-centered evaluation services, the goal of the Chicago program is to foster clients' independence and enhance their decision-making skills.

Independently of the CJVS program, Vash (1981, 1984) recommended a strategy for involving rehabilitation clients in the assessment process called a Know Thyself Manual. The Know Thyself Manual was simply a notebook that included all test protocols, as well as summaries of interpretations and recommendations. Vash believed that providing clients in rehabilitation facilities with Know Thyself Manuals was very appropriate. She proposed that each client be given copies of the results of all tests and inventories as they are completed, and that clients assume responsibility for maintaining their personal files of evaluation results. Thus, the client has access to all evaluation data and becomes a equal status collaborator with the counselor/evaluator in the assessment process.

Know Thyself Manuals will vary depending on the evaluation and assessment instruments and procedures used by an evaluation facility. It is suggested that a Know Thyself Manual be divided into two major components or parts. Part/Component I should be designed to provide the consumer with information about the assessment process and all of

the assessment and evaluation procedures in which they will be involved. A helpful way to provide that information is by detailing the what, why, how, when, where, and who of each assessment procedure. Detailed information about the instrument/procedure/strategy will be helpful: what it is, why it is being administered, how it will be administered, when it will be administered, where it will be administered, and who will administer it. In providing this information, the following principles should be kept in mind.

1. Remember your goal for providing information to the consumer is to promote independence, empowerment, and to involve the person in the evaluation and service planning process.

2. When providing information keep in mind not only content (e.g., what, why, how, when, where, and who) but also the style and manner in which you provide that information.

3. Communicate the information at the consumer's level of understanding. Avoid overly technical terms, jargon, confusing terminology, etc.

4. Make sure the person understands the information provided. You might have the person "feedback" their understanding of the information.

5. Answer all questions fully.

Part/Component II of the Know Thyself Manual is designed to share the assessment results with the consumer and to facilitate his/her use of those results to plan services. Systematic activities utilizing evaluation results should be developed that would insure the sharing of evaluation data and would require the consumer to utilize those results to plan rehabilitation services with the counselor's/evaluator's guidance and assistance as needed.

One example of the Know Thyself Manual is presented here. This example demonstrates how the know thyself strategy is operationalized in an evaluation center using the following assessment procedures: The Employability Maturity Interview (Roessler & Bolton, 1987), the United States Employment Services Interest Inventory (U.S. Dept. of Labor, 1981), the General Aptitude Test Battery or the Nonreading General Aptitude Test Battery (U.S. Dept. of Labor, 1982), MicroTower (Backmon, 1977), Occupational Report (Bolton, 1987a), Job Sampling, 16 Personality Factors Questionnaire (Institute for Personality and Ability Testing, 1985) with the Vocational Personality Report (Bolton, 1987b), Work Temperament Inventory (Bolton & Brookings, in press), Personal Capacities Questionnaire (Crewe & Athelstan, 1981), Job Seeking Skills Assessment (Hinman, Means, Parkerson, & Odendahl, 1987), Work Personality Profile (Bolton & Roessler, 1986), and Work Performance Assessment (Roessler, Hinman, & Lewis, 1987).

The manual given to each client is in a loose-leaf notebook so that test results and summaries can be added as they become available. It is designed to involve the client in such a way that he/she will know what is going to happen and why, and also the results of the evaluations themselves. Part I of the manual is designed to explain the evaluation process. The instruments used in the evaluation are identified for the client and the reasons for using them. Questions and discussion are encouraged from the client concerning the upcoming evaluation. Part II of the manual is designed to share and explain the results of the evaluation with the client. Decisions are jointly made by the counselor/client in order to complete the Know Thyself Manual. The clients see the results of the instruments with the counselor and together they analyze the results and make decisions based upon them. A plan for services can then be developed utilizing the evaluation results. The client serves as co-developer and co-manager of the plan throughout the evaluation process.

Research studies (Farley, Bolton, & Parkerson, 1992; Farley, Bolton, & Taylor, in press) evaluating the example Know Thyself manual that follows have demonstrated that this is an effective approach for enhancing vocational development. Results indicate that when compared to vocational rehabilitation clients receiving routine evaluation services, those who also engage in Know Thyself activities demonstrate significantly more vocational self-awareness, vocational maturity, confidence in one's vocational decisions, less indecisiveness, and perceive themselves as more involved in their vocational program. Additionally, both service providers and service recipients perceive the following Know Thyself sample as an effective strategy for informing consumers about the evaluation process and involving them in decision making and program planning.

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KNOW THYSELF

An Example Manual

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KNOW THYSELF

Introduction

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Hello, welcome to an exciting journey! For the next several days you will be involved in a number of activities designed to help you find out things about yourself and the world of work. In addition to finding out what kind of job you are best suited for you will be finding out your strengths and weaknesses in several areas that have to do with your ability to get a job and keep a job over time.

We think that there are a lot of things that affect how good you will be at getting and keeping a job. You have many personal characteristics and behaviors that determine how well you will do at those things that help you become successful in the work world.

The process you will be going through includes these three major parts: (1) Choosing the occupation you want to go into, (2) Getting a job, and (3) Keeping that job over time. Hence, how successful you will be will be determined by your ability to choose a job that is just right for you, how good you do at finding the job and what you do on the job once you get it in order to stay employed. The next several days you will find out those things about yourself that will help you plan a program to be successful at choosing, getting, and keeping your job.

All of the forms you will be filling out and the questionnaires you will be answering may seem like tests, but these really aren't tests. You are not completing the forms to see how good a grade you can get, but to find out more about yourself. There is no passing them or failing them. Everyone will fill them out differently because we are all different, we like different things, and we can do some things better than other things. So there is no need to feel uneasy about whether you are getting the right answers or doing okay on the questionnaires. These are all just questions and activities to help you find out more about yourself.

The program will focus on the three major components of choosing an occupation, getting work, and keeping a job. We call this the Choose-Get-Keep Program. The chart on the following page presents examples of some of the things you will be learning about yourself so that you can <u>know thyself</u> better.

Once you learn more about yourself and your strengths and weaknesses in these areas, you will be able to make decisions about what you need to do to be successful at choosing, getting, and keeping a job. You can develop a program that will help you use your strengths and overcome or eliminate your weaknesses.

Choose	Get	Keep
How ready you are to choose an occupation. (What you know about yourself and the workworld.) Your vocational interests. Your aptitudes or potential to succeed at various work tasks. Various personality factors that relate to work. Your strengths & limitations in major life areas that relate to work. Your work values & needs. Your work temperaments.	How well you present yourself on a job application form. How well you present yourself in a job interview. How oriented you are to work or how badly you want to get a job.	Basic work habits and behaviors such as conformity to rules, being a productive worker, accepting supervision, etc. How well you respond to everyday job demands, especially to what your supervisor does How well you relate to others on the job.

So use this notebook and work through all the activities so that you can "know thyself." Good luck on your journey. Part I of the notebook presents information about all of the activities in which you will be participating. While working through Part I, you will get the what, when, where, how, and who information about the activities you will be

going through. When the results are obtained from your Know Thyself activities, they will be explained and given to you to include in Part II of your notebook. Then you can work through a number of activities to use those results to plan a program to help you become as successful as possible in choosing, getting, and keeping a job.

PART I

Procedures and Activities

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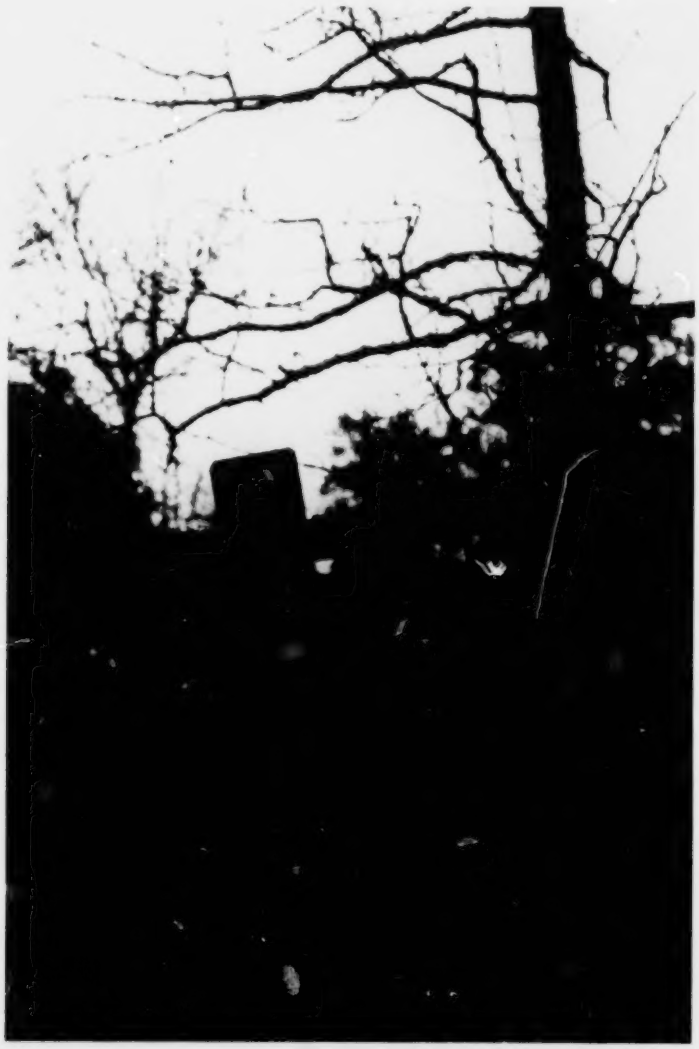
Introduction

Part I of the Know Thyself process is intended to provide you with all the information you need to understand all of the activities you will be going through to gather information about yourself. Read all of the information provided and feel free to ask questions about any of the activities or procedures that you do not fully understand.

Part I is divided into three sections consistent with the process discussed earlier--that is (a) choosing an occupation, (b) getting a job, and (c) keeping a job over time.

SECTION A



Choosing a Job: What's Important?

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Activity 1: Introduction

> What are those personal things about me that relate to choosing a job?

One of the most important decisions that you will make in being successful in the work world is the selection of a job that is right for you to have as a job goal. Another way of saying that the job is right for you is that it is suitable and appropriate for you. What makes an occupational goal right for you? A job goal is (right) for you if it goes with the following things about you.

1. Your Work Values and Needs. The chances that the occupation or job that you choose will be right for you are helped if it meets a lot of your work needs and is related to your values.

   For example, if you "need" to be busy all the time and you value really being busy then a job where you are constantly doing something and don't have a lot of free time would be more suitable and appropriate than one where you had lots of free time between tasks. If you valued variety and "needed" to have something different to do each day, a job that provided a variety of chores would be more appropriate and suitable than one where you did the same thing every day.

2. Your Aptitudes or Learning Ability. The occupation or job that you choose is "helped to be right" if it matches your ability to learn the job duties. If you are unable to learn the various duties that you will be performing on a job, then that job would not be right for you. The more ability that you have to learn the work the better it would be.

3. Your Interests. Interest refers to your likes and dislikes. If you like helping others then a job that allows you to help others would be better than one where you could not.

4. Your Personality. We all have various personality traits and characteristics. A job that goes along with your personality would be better than one which was opposite your personality. For example, if you are very outgoing and sociable, look for a job that would allow you to be outgoing and sociable.

5. Your Personal Capacities or Major Strengths and Limitations. Finding out your strengths and weaknesses is a very important part of choosing an occupational goal. Look for jobs that go

along with your strengths. However, limitations in certain areas don't mean you have to avoid a job. You will have to explore the possibilities of job accommodations or restructuring that takes into account your limitations. A suitable and appropriate job would be one that complements your strengths and accommodates your limitations.

6. Your Work Temperament. Your work temperament refers to your character and mood as they relate to work. A job that goes along with your work temperament will be more suitable for you than one that does not.

There are many other personal attributes and things about you that relate to choosing a good occupational goal. These are a few examples. During Part I of the Know Thyself manual, we will focus on these and the assessment procedures used to gather information about these attributes and characteristics. In Part II we will take that information and make decisions that will help you select a better vocational goal.

But first, let's determine if you are ready to make a vocational choice. Are you ready to start the vocational planning process? The next section covers your vocational maturity or job readiness.

Activity 2: My Readiness for Vocational Planning

What is Vocational Readiness?

Vocational readiness refers to how ready you are to select an occupation or to start your vocational planning process. How ready you are is determined by the following two factors:

1. Your Knowledge About Yourself (Self-Knowledge). Self-knowledge refers to how much you know about yourself in terms of the things that were discussed in Activity 1. That is, how much you know about your vocational interests, your aptitudes and abilities, your strengths and limitations, etc. Many people who are at the stage you are now do not know very much about their interests, what they want to do, what they can do, etc.

2. Your Knowledge About the World of Work (Work Knowledge). Work knowledge refers to how much you know about the world of work. That is, what you know about jobs you might be interested in, in terms of the kind of work involved, duties and requirements, education and training needed, where jobs can be found, salary level, outlook for the future, etc.

If you have a lot of self and work knowledge then you are more ready to select a goal. The less self and work knowledge that you have, the less ready you are.

Determining my Vocational Readiness.

One way to determine your vocational readiness is with the *Employability Maturity Interview* (EMI).

What is the EMI?

The EMI is a set of ten questions about how you feel and think about work. The questions are about your interest in regard to work, what you would like about a job, reasons for choosing a particular job and different reasons for wanting to work. The purpose of the interview questions is to aid you and your counselor in the task of choosing a vocation by determining how much knowledge you have about yourself and the work world.

Why should I take the EMI?

Overall, to determine how ready you are to select an appropriate and suitable occupational goal and begin the vocational planning process. Specifically, its purpose is to determine your level of self-knowledge and knowledge about the work world. Remember the more knowledge you have the more successful you will be at choosing a goal that is right for you.

How is the EMI administered?

You will go in a room with a person who will ask you a series of ten questions about yourself and work. It takes about ten minutes to complete.

When will I take the EMI?

To be determined by the program director.

Where will the EMI be administered?

To be determined by the program director.

Who will administer the EMI?

To be determined by the program director.

Note: Times and places on all evaluation activities are usually the same as above. Occasionally a time or place may have to be changed for some reason, but you will be told if it is changed.

Activity 3: My Vocational Interests

Vocational Interests: What are they?

A person's Vocational Interests refer to vocational preferences or what a person is motivated toward or likes a great deal. It means that the person has a strong feeling, attention, or curiosity about some selected vocational activity or area.

Determining my Vocational Interests.

There are many different tests that you can take to find out about your interests. The one used here is called the *United States Employment Services Interest Inventory* or USES-II for short.

What is the United States Employment Service Interest Inventory (USES-II)?

The USES-II is a series of questions about your feeling or attitude concerning job activities. It measures your interest in 12 different occupational areas: (1) artistic, (2) scientific, (3) plant and animal, (4) protective, (5) mechanical, (6) industrial, (7) business detail, (8) selling, (9) accommodating, (10) humanitarian, (11) leading-influencing, (12) physical performance.

Why should I take the USES-II?

To increase your level of self-knowledge by finding out more about what work activities you find most interesting. Selecting an occupation that goes along with your interests will help ensure that your job will be more suitable and appropriate for you.

How will the USES-II be administered?

You will be divided into two groups for this activity. One group will listen to the test on audiotape and people in the other group will read the questionnaire on their own.

When will I take the USES-II?

To be determined by the program director.

Where will the USES-II be administered?

To be determined by the program director.

Who will administer
the USES-II?

To be determined by the program director.

Activity 4: My Vocational Aptitude

Vocational Aptitudes: What are they?

Vocational Aptitude refers to your potential to succeed in certain jobs. If you have high aptitude in a certain vocational area, you have the ability to learn that job better than one in which you have low aptitude.

Why take aptitude tests?

To increase your self-knowledge by learning about what vocations you have the potential to learn. Knowing your aptitudes can help you with the task of selecting a suitable and appropriate occupational goal.

Identifying my Vocational Aptitudes.

There are many tests and ways to determine your aptitude in various areas. Four are covered here. They are the *General Aptitude Test Battery* (GATB), the *Nonreading Aptitude Test Battery* (NATB), the *MicroTOWER*, and *Work or Job Sampling*. You may be involved in one or more of those procedures while going through the Know Thyself process.

What is the GATB-NATB?

The GATB-NATB is a test which measures your abilities in nine different areas: general learning abilities, understanding words and how to use them, arithmetic, ability to see forms, ability to see detail in pictures and important detail in written material, ability to have hands and eyes work together, ability to move small objects with fingers, ability to move hands easily and skillfully. The test is a paper/pencil test and also a peg board test.

How is the GATB-NATB administered?

The GATB takes approximately 2-1/2 hours to complete and has two booklets with four tests in the first booklet and three tests in the second booklet. This is followed by testing using the hands and fingers.

The NATB takes approximately 2-1/2 hours to complete. It has two booklets with three different tests in each booklet. Five of the tests are timed tests. There are other tests given that are timed but they test the ability to use the hands and fingers.

When will I take the GATB-NATB?

To be determined by the program director.

Where will the GATB-NATB be administered?

To be determined by the program director.

Who will administer the GATB-NATB?

To be determined by the program director.

What is the MicroTOWER?

The MicroTOWER measures your ability to learn 13 different work samples which measure specific abilities plus general learning ability. The work samples are organized into five major groups: motor, spatial, clerical perception, numerical, and verbal.

How is the MicroTOWER administered?

The MicroTOWER takes approximately 15-20 hours and involves looking at large photos of people doing different jobs related to each work sample. All instructions are on audio cassette tape and you are given a learning or practice period for each work sample. The tape can be stopped at any time for any questions you may have about the instructions. There will be others doing the same tests as you are because MicroTOWER is a group testing activity.

When will I take the MicroTOWER?

To be determined by the program director.

Where will the MicroTOWER be administered?

To be determined by the program director.

Who will administer the MicroTOWER?

To be determined by the program director.

What is Work/Job Sampling?

Work sampling is where you do tasks like you would do on a real job. The tools and material are the same or similar to those you would use on the job.

How is Job Sampling administered?

Tasks are assigned according to your abilities and interests. You are scored on how you did the task. You will be assigned an evaluator in the Evaluation Workshop. Your evaluator will plan your schedule of tasks.

When will I go to Job Sampling?

To be determined by the program director.

Where is Job Sampling?

To be determined by the program director.

Who administers the Job Sampling?

To be determined by program director.

Activity 5: My Personality Factors that Relate to Work.

Vocational Personality Factors: What are they?

Vocational Personality Factors refer to those personal characteristics and traits that are related to vocational or job success.

Measuring My Vocational Personality Factors.

There are several different kinds of personality tests. One excellent test is called the *Sixteen Personality Factors Questionnaire* (16PF). That is the test that will help you measure your personality factors that relate to job success.

What is the 16PF Questionnaire?

The 16PF is a questionnaire consisting of 128 questions that help you increase your self-knowledge. The questions are about your likes and dislikes. There are no right or wrong answers. You answer the questions in a way that fits you the best or is truer for you.

Why should I take the 16PF?

Certain personal characteristics will make you more successful in certain jobs, whereas other personal characteristics might interfere with your success. Knowing your personality factors and how they relate to

certain jobs will increase your self-knowledge and help you select an occupation that is right for you.

How will the 16PF Questionnaire be administered?

You will be divided into two groups for this activity. One group will listen to the test on audiotape and people in the other group will read the questionnaire on their own. The 16PF takes approximately 30-45 minutes to complete.

When will I take the 16PF Questionnaire?

To be determined by the program director.

Where will the 16PF Questionnaire be administered?

To be determined by the program director.

Who will administer the 16PF Questionnaire?

To be determined by the program director.

Activity 6: My Work Temperament

Work Temperament: What is it?

Work Temperaments refers to your moods and character as they relate to work.

Determining my Work Temperament.

There are several different ways to determine your work temperament. The one we use is called the *Work Temperament Inventory*.

What is the Work Temperament Inventory?

The Work Temperament Inventory is a series of statements listing 134 job tasks that workers perform. You are to say whether you like or dislike the task. Whether you like or dislike certain activities is used to measure your work temperament.

Why should I complete the Work Temperament Inventory?

To increase your level of self-knowledge by finding out what levels of work temperaments you have. This will help you select a job that will be more suitable for you.

How is the Work Temperament Inventory administered?

To be determined by the program director.

When will I complete the Work Temperament Inventory?

To be determined by the program director.

Where will I complete the Work Temperament Inventory?

To be determined by the program director.

Who will administer the Work Temperament Inventory?

To be determined by the program director.

Activity 7: My Personal Capacities (Strengths and Limitations)

Personal Capacities:
What are they?

Personal Capacities refer to your strengths and limitations in the following major areas: cognition, vision, hearing, motor functioning, physical condition, vocational qualifications, finances, and adaptive behavior.

Determining my
Personal Capacities.

One way to measure your personal capacities is called the *Personal Capacities Questionnaire*.

What is the Personal
Capacities Questionnaire?

The Personal Capacities Questionnaire is a self-report questionnaire used to evaluate your strengths and limitations in the eight major areas of your life listed above.

Why should I Complete the
Personal Capacities
Questionnaire?

It will help you to look at your strengths and limitations and relate them to the selection of an occupation. Knowing your interest,

aptitudes, personality, etc. is not enough to select an appropriate and suitable goal, you must know your strengths and limitations. There are some things you just cannot do. On the other hand, knowing your limitations can help you explore ways to overcome them by looking at job accommodations, restructuring, etc., whenever possible. Also, you need to look at your strengths and keep them in mind when choosing a job.

How is the Personal Capacities Questionnaire administered?

You will be divided into two groups for this activity. One group will listen to the test on audiotape and people in the other group will read the questionnaire on their own. The Personal Capacity Questionnaire will take you approximately 30 minutes to complete.

Some of the questions refer to things that have to do with working. If you have never worked, you should try to imagine what you would be like if you were to work or try to recall what you were like in school or in a previous training program.

When will I take the Personal Capacities Questionnaire?

To be determined by the program director.

Where will I take the Personal Capacities Questionnaire?

To be determined by the program director.

Who will administer the
Personal Capacities Questionnaire?

To be determined by the program director.

SECTION B

Know Thy Job Seeking Abilities

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Activity 1: Introduction

What are Job Seeking Abilities?

Once you choose a job goal that you are interested in and is suited for you then you have to go about finding a job. It sounds easy to just go ask someone if you can have a job. But, that really isn't the way to find employment. In order to make a good impression on the person you are trying to work for and to have a better chance to get the job there are certain things you should do. Some examples include things like:

- Finding and evaluating job leads;
- Preparing a resume and personal employment folder;
- Contacting potential employers about openings;
- Completing job application forms;
- Performing in a job interview;
- Following up on job applications and interviews;
- Completing employment forms;
- Evaluating career advancement options; and
- Marketing yourself.

Not everyone needs to master all of these skills but almost everyone will probably complete a job application form and go to a job interview. Hence, Part I, Section B of the Know Thyself process will focus on these two job seeking skills which involve how well you do on a job application and in a job interview.

Activity 2: Presenting Myself on a Job Application Form

Job Application Skills: What are they?

Completing a job application form may not be as easy as you think, especially if you have problems with reading, writing, and related skills. Some of the major skills involved in the successful completion of the job application form are:

- spelling,
- following directions and being accurate,
- neatness,
- completeness, and
- speed.

You will present yourself very well on the application form if:

- your spelling is correct;
- you follow directions and answer all questions accurately;
- you are neat and your writing can be easily read;
- you provide complete information and don't take an excessive amount of time to complete the form.

Assessing my Job Application Skills

One way to determine how well you present yourself on a job application form is to complete a standard form and have it scored as to how well you did. The Job Application Skills Assessment (JASA) is a procedure that allows you to do that.

What is the Job Application Skills Assessment (JASA) procedure?

The JASA is used to help you to know what areas you may need help in when filling out a job application form. Your skills in the five important areas of spelling, following directions, neatness, complete-

ness, and speed are determined by filling out a "pretend" job application. From this information it can be decided what areas you may need help in so you can decide what you need to do about your job application skills.

Why should I go through the JASA procedure?

The reason for doing well in completing a job application form is to get a job interview. Many employers use the job application form to screen applicants for a job and they pick who they want to interview by how well the applicants completed the application blank. Therefore, it would be in your best interest to know how well you complete the form so you can identify the areas in which you might improve. Once you determine how you can improve your performance you can make plans to do what needs to be done to ensure that you present yourself on the application form in an effective manner.

How will the JASA procedure be administered?

The JASA procedure takes approximately 10-20 minutes to complete. You will be given a standard job application form and asked to complete it.

When will I take the JASA procedure?

To be determined by the program director.

Where will the JASA be administered?

To be determined by the program director.

Who will administer the JASA?

To be determined by the program director.

Activity 3: Presenting Myself in a Job Interview

Job Interview Skills: What are they?

How you present yourself in a job interview plays a major role in whether or not you will get a job. Interview skills that determine how well you present yourself can be grouped into the following major categories.

1. Your appearance. This includes personal grooming such as how clean you are, how neat your clothes are, how appropriate your dress is, etc.

2. How well you communicate interest, respect, self-confidence, etc.

3. How well you describe your own skills as they relate to the job you are applying for.

4. How well you describe your disability.

5. How well you describe your personal characteristics, attributes, behavior, etc. as they relate to the job.

6. How well you tell about yourself.

Assessing my Job Interview Skills

One way to determine how well you present yourself in a job interview is to go through a "pretend" interview as though you were actually interviewing for a job and have your behavior scored as to how well you performed. The Job Interview Skills Assessment (JISA) procedure allows you to do that.

What is the Job Interview Skills Assessment (JISA) procedure?

The JISA procedure is used to help you find out how well you present yourself in an interview. You participate in a "pretend" interview as though you are actually interviewing for a job.

Why should I go through the JISA procedure?

To identify those areas where you might improve your behavior.

How is the JISA procedure administered?

You will first determine what kind of job you will be interviewing for. Although the interview is a "pretend" one, you should act as though you are really interviewing for a real job. You will then enter the office of the "pretend employer" who will conduct the interview. The interview will take approximately five minutes.

Remember, this is a pretend interview and the job you choose to interview for has nothing to do with what training area you will go into.

When will I take the JISA?

To be determined by the program director.

Where will the JISA be administered?

To be determined by the program director.

Who will administer the JISA?

To be determined by the program director.

SECTION C

Know Thy Ability to Keep a Job

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Activity 1: Introduction

What are job keeping skills?

Job keeping skills are things you do in order to keep the job after you get it. After you have gone through the training to learn how to do a particular job, have learned how to fill out the application, gone to the job interview, you need to know what is required to keep the job. There are many related personal traits, characteristics, attributes, and behaviors that determine how successful you will be at keeping your job. Two major categories are basic work habits/behaviors, and on-the-job coping behaviors. Part I, Section C of the Know Thyself process will focus on your behaviors that fall into those two broad categories.

Activity 2: Basic Work Habits and Behaviors

Basic Work Habits and Behaviors: What are they?

Basic work habits and behavior include the following:

I. How well you accept the work role, which includes things such as personal hygiene, dress, temper, conformity to rules, horseplay and obscenities.

II. How well you respond to change, which includes things such as attending to instructions, accepting new assignments, changing work methods, working despite distractions, and changing jobs.

III. How well you do at being a productive worker, which include things such as punctuality, starting work on time, working steadily, working throughout work period, work quantity and quality.

IV. How well you monitor your own work and work needs, which include things like identifying your mistakes, correcting your mistakes, and seeking help.

V. How well you accept supervision, which includes things like staying on task when a supervisor is present, accepting criticism, changing in response to criticism, interfering with supervision of others, and reporting relevant information to supervisor.

VI. How well you work with co-workers, which include things like working at assigned position, performing equal share of work, assisting others, responding to teasing, and restricting socialization appropriately.

Assessing my Basic Work Habits and Behaviors.

One way to determine how well you do on performing basic work habits and behaviors is to use the Work Personality Profile (WPP) to evaluate how well you did while performing a work related activity.

What is the WPP?

The WPP is a rating instrument which lists basic work habits and behaviors and allows you and an observer (like an evaluator) to independently rate how well you performed the behaviors in a "pretend" work situation or in a real life job or work activity. Review the WPP form and ask questions if you don't understand.

Why should I assess my Basic Work Habits and Behaviors with the WPP?

If you don't have good work habits and behaviors you won't be able to keep your job. Now is the time to determine whether or not you have good work habits and behaviors. If you can identify certain areas that need improvement you can correct them before you get a real job. That way you increase your chances of keeping your job when you get one.

How is the WPP administered?

Two ways. One way, your evaluator, instructor, counselor, or someone will observe you while you are going through the assessment process and will complete the WPP by rating the behaviors on the form. Another way is for you to complete the WPP form after you have been in the assessment process for awhile.

When will the WPP be completed?

To be determined by the program director.

Where will the WPP be administered?

To be determined by the program director.

Who will administer the WPP?

To be determined by the program director.

Activity 3: On-the-Job Coping Behavior

On-the-Job Coping Behaviors: What are they?

On-the-job coping behavior refers to how well you react to the everyday job demands that you encounter. These demands fall into the categories of performing job tasks, working with someone else on a task, and socializing on the job.

Assessing My On-the-Job Coping Behaviors.

One way to determine how well you react to everyday job demands is through the procedure called Work Performance Assessment (WPA).

What is the WPA?

The WPA is a "pretend" work situation where you perform certain tasks as if you were on the job with your supervisor present and giving you instruction. You are judged on how you work with your supervisor. From this you can determine if you need help in this area.

Why should I go through WPA?

Your degree of success at adjusting to your job and keeping it a long time depends on how well you react to the everyday demands that come up on your job; especially how well you react to your supervisor. The WPA will help you determine how well you react to these demands. It will help you identify areas that may need improvement or that you can do something about before you get your job.

How is WPA administered?

You and another person will be assigned to perform a work activity. The evaluator will act as though he/she is your work supervisor and you are to act as though you are employed in a real job. The evaluator will assign you various tasks and observe how you react. Your behavior will be rated using a behavior checklist. The WPA procedure takes approximately one hour to complete.

When will I take the WPA?

To be determined by the program director.

Where will the WPA be administered?

To be determined by the program director.

Who will administer the WPA?

To be determined by the program director.

PART II

Data Analysis
and Action Planning

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Introduction

You have completed one major phase in the Know Thyself process. That is the completion of activities designed to gather information about you. Now you are ready for a very important step. It's time to look at this information and determine what it all means and use it to plan steps that will help you to choose, get, and keep a job. Your counselor/evaluator/instructor will share with you the various reports and scores that have resulted from Part I activities. Feel free to ask any questions that you might have to make sure you fully understand the information. After you have completed all of the activities in Part II, you should know yourself very well. You will know what you need to know about yourself to choose, get, and keep a job. You will also know what action you should take now that will increase your chances of being successful in choosing, getting, and keeping employment.

Good luck!

SECTION A

Choosing a Job: Results and Planning

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Activity 1: Introduction

Vocational Readiness	How ready am I to begin the vocational planning process? What do I know about myself and the work world?
Vocational Interests	What do I like and dislike?
Vocational Aptitudes	What do I have the potential to learn?
Vocational Personality Factors	What aspects of my personality relate to jobs I like?
Work Temperament	What do I have the temperament to do?
Personal Capacities (Strengths & Limitations)	Where are my strengths and limitations in major life functioning areas?

Do you remember the above personal characteristics that were discussed in Part I? Remember the assessment procedures that were used to gather information about those characteristics?

They included the:

1. Employability Maturity Interview (EMI) that examined your vocational readiness.

2. The United States Employment Service Interest Inventory (USESII) that measured your interests.

3. Either the General Aptitude Test Battery (GATB) or the Non-reading Aptitude Test Battery (NATB), MicroTOWER, Job Sampling, or a combination of the four that measured your aptitudes.

4. The 16 Personality Factors Questionnaire (16PFQ) which looked at your personality factors.

5. The Work Temperament Inventory which examined your temperament to do various jobs.

6. The Personal Capacities Questionnaire which examined your strengths and limitations in various life areas.

Now it is time to examine the results of these assessment procedures. The results will help you to know thyself. The following activities will present the information gathered up to this point in the Know Thyself process and help you use it to take action in choosing a job that will be just right for you.

Activity 2: Am I Ready for Vocational Planning?

Examining the results
from the
Employability Maturity Interview (EMI)

The Job Readiness Report: What is it?

The **Job Readiness Report** represents the results of the EMI. Scores in three major areas are presented. They include knowledge about self, about work, and overall vocational readiness.

Job Readiness Results

My scores from the *Job Readiness Report*:

Knowledge about self:_____

Knowledge about work:_____

Overall Vocational Readiness:_____

Planning for Action

What does the *Job Readiness Report* tell me about myself?

_____

_____

_____

What do I need to do now?

Develop more self-knowledge: yes_____ no_____

Develop more work knowledge: yes_____ no_____

If more self or work knowledge is needed, what steps should I take to improve my vocational readiness?

Activity 3: My Interests and Aptitudes: What do I like and what do I have the potential to do?

Examining the results
from the *United States*
Employment Services Interest
Inventory (USESII)
and the
General Aptitude Test
Battery (GATB-NATB)

The Occupational Report (OR): What is it?

The OR is a report that presents information about your interests and aptitudes. It uses your scores from the USESII and the GATB-NATB to help you increase your knowledge about yourself. Three major sections are provided: 1) information about your interests; 2) information about your aptitudes; 3) a list of work groups and jobs that relate to your interests and aptitudes. Go over your OR and discuss each of the three sections with your evaluator, counselor, or instructor.

Planning for Action

My top interest areas from Section I of my OR are:

_____

_____

_____

_____

My top aptitude areas from Section II of the OR are:

_____

_____

_____

_____

Jobs that are consistent with my interest and aptitudes from either Section III of my OR or from ones you and your counselor have discussed:

Examining Other Aptitude Information

What are my top aptitude areas from the MicroTOWER?

What does job sampling tell me about myself?

Jobs that are consistent with my OR, Micro-TOWER results, and Job Sampling:

Activity 4: My Work Related Personality Factors

Examining the Results of the
16PF Questionnaire
and
Planning for Action

The Vocational Personality Report (VPR), What is it?

The Vocational Personality Report (VPR) is a computer-generated report that provides you with useful information in planning your vocational program. The scores from the 16PF questionnaire you filled out are used for this report. The report provides information on your personality characteristics that will be important in helping you choose a vocational program. Using your VPR complete the following exercises.

1. Examine your Personality Scales. Check the scale that you score the highest on.

   _____ extraversion

   _____ adjustment

   _____ tough-mindedness

   _____ independence

   _____ discipline

   What does a high score on the scale mean?

   _____

   _____

   _____

   Can you think of any jobs that would go along with those personality traits?

   _____

   _____

   _____

2. Examine your General Interest Scales. Check the scale you scored highest on.

__ humanitarian commitment	__ creative pursuits
__ productive creativity	__ interpersonal interaction
__ managerial attitude	__ leadership preference

What does a high score on that scale mean?

_____

_____

_____

What are some jobs that would be consistent or go along with those characteristics?

_____

_____

_____

3. Examine your Occupational Scales. Check the scale you scored highest on.

__ realistic	__ investigative
__ artistic	__ social
__ enterprising	__ conventional

What does a high score on this scale mean?

_____

_____

_____

What are some jobs that would be consistent with those characteristics?

_____

_____

_____

4. In general, what does the VPR tell you about yourself?

_____

_____

_____

5. List what you think would be the top jobs that would go along with your personality.

(1) _____

(2) _____

(3) _____

Activity 5: My Work Temperament

Examining the
Work Temperament Report
results

The Work Temperament Report: What is it?

The Work Temperament Report (WTR) is a computer generated report that provides you with useful information in planning your vocational program. The scores from the Work Temperament Inventory you filled out are used for this report. The report provides information on your work temperament that will be important in helping you choose a vocational program.

Planning for Action

1. Examine your Work Temperament Report. List your top four temperaments (the ones you scored highest on).

_____

_____

_____

_____

2. What do high scores on these mean?

_____

_____

_____

3. Can you think of some jobs that would go along with your work temperaments?

_____

_____

_____

Activity 6: My Personal Capacities (Strengths and Limitations)

Examining the *Personal Capacities Questionnaire* results.

The Personal Capacities Report: What is it?

The Personal Capacities Report transfers your scores from the Personal Capacities Questionnaire to a one page report. It helps you identify at a glance, those areas in which you report limitations.

What are my strengths and limitations?

Examine your Personal Capacities Report and note areas in which you report limitations. Pay close attention to those you rate a 2, quite a bit, and 3, a great amount.

Planning for Action

Compare your limitations with jobs you are considering. Will your limitations prevent you from being successful in that job? Is it possible to restructure the job in some way that will accommodate your limitations? Discuss this with your counselor, evaluator, or instructor.

List jobs that are consistent with your strengths and limitations:

1. _____

2. _____

3. _____

Activity 7: Summarizing Knowledge About my Personal Attributes and Characteristics That Relate to Vocational Choice

Vocational Readiness (from page 57)

Self-Knowledge _____

Work Knowledge _____

Overall Readiness _____

Action Steps _____

Interests (from page 62)

My top interest areas:

1. _____
2. _____
3. _____

Aptitudes (from page 59)

My top aptitude areas:

1. _____
2. _____
3. _____

Jobs that relate to my interests and aptitudes from page 60.

Jobs related to my personality from page 63.

Jobs related to my work temperament from page 64.

Jobs after taking into consideration my personal capacities from page 65.

Goal Setting

After considering my interest, aptitudes, personality, work temperament, and personal capacities my tentative occupational goals are:*

_____

_____

_____

_____

_____

_____

*Your goals are still not really decided yet because you still must explore the world of work and relate your goals to whether or not jobs are available in the area you will be living, whether training is available to prepare you, whether the salary level is okay for you, etc.

SECTION B

My Job Getting Behavior:
Results and Planning

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Activity 1: Introduction

Job getting behaviors can include many things. We focused on only two: filling out a job application form and performing in a job interview. We chose those two because almost everyone will probably be faced with those two tasks. How did you do? Let's find out.

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Activity 2: My Job Application Skills

Examining the *Job Application Skills Assessment* (JASA)

Examine the results of your JASA and complete the following exercises while discussing them with your counselor/evaluator/instructor.

Neatness: Do I need to improve my...

	Yes	No
spelling:	_____	_____
completeness:	_____	_____
printing/typing:	_____	_____
following directions:	_____	_____

Do I need to improve any of the following areas?

	Yes	No
Personal Information	_____	_____
Employment Desired	_____	_____
Education/Military	_____	_____
Employment History	_____	_____
References	_____	_____
Physical Record	_____	_____
Signature Block	_____	_____

Planning for Action

1. What do the JASA results tell me about myself?

2. What do I need to do now? What are my plans for improving my performance?

73

Activity 3: My Job Interview Behavior

Examining the *Job Interview Skills Assessment* (JISA)

Examine the results of the JISA and complete the following exercises while discussing them with your counselor/evaluation/ instructor.

List the areas you need to improve on in the content area:

_____

_____

_____

Circle the areas you need to improve on in the style area:

eye contact	self-statements	facial expression
dress	detail of answers	composure
gestures	speech-pace & timing	grooming
mannerisms	posture	politeness & respect
speech-loud & clear	enthusiasm	

Planning for Action

1. What do the JISA results tell me about myself?

_____

_____

_____

2. What do I need to do now to improve my job interview behavior?

_____

_____

_____

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SECTION C

My Job Keeping Behavior:
Results and Planning

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Activity 1: Introduction

Job Keeping Skills are things you do in order to keep the job after you get it. Your Job Keeping Skills are very important. You can make a perfect job choice and be well trained and it won't do you much good if you don't have the skills necessary to keep a job. You need to realize the importance of knowing how to keep a job as well as how to get one.

The two major categories we will look at here are basic work habits/behaviors and on-the-job coping behavior.

Activity 2: My Basic Work Habits and Behaviors

Examining the WPP Results

Examine your WPP report and complete the following exercises while discussing them with your counselor/evaluator/instructor. What are your employability strengths and assets? (items scored 4 or 3)

What are some of your employability problems? (items scored 1 or 2)

Planning for Action

1. Does the WPP point out any problem areas I might have in keeping a job?

2. What can I do to improve my employability problem areas?

_____

_____

_____

Activity 3: My On-the-Job Coping Behavior

Examining the WPA Results

Examine your WPA results and complete the following exercises while discussing them with your counselor/evaluator/instructor.

List areas you need to improve in the following 19 demands.

Demand	*Need to Improve*
1	
2	
3	
4	
5	
6	
7	
8	
9	

10

11

12

13

14

15

16

17

18

19

Planning for Action

1. What do the WPA results tell me about myself?

2. What can I do to improve my on-the-job coping behavior?

Summary

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Activity 1: A Review of the Choose-Get-Keep Model

You have now had the opportunity to take a good look at yourself from the "world of work" view. You have been able to find out things about yourself and the world of work that will help you choose, get, and keep a job.

The activities we have gone through should have helped you have a better idea of what kind of job you are best suited for and where your strengths and weaknesses are in regard to getting and keeping a job.

Now that you have learned more about yourself and your strengths and weaknesses you can make decisions about what you need to do to be successful at choosing, getting, and keeping a job.

With this information you can develop a program that will help you use your strengths and overcome or eliminate your weaknesses.

Good Luck!

Activity 2: A Review of Action Plans

Choosing A Job

The job goals I am presently considering (from page 68).

Getting A Job

Action I can take to improve my job application and job interview behavior (from pages 73 & 74).

Keeping A Job

Action I can take to improve my basic work habits (from pages 78 & 79) and on-the-job coping behavior (from pages 81 & 82).

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